DOCUMENT RESUME

ED 360 524 CE 064 259

TITLE Educating for High Performance. Honoring Change in Connecticut's Schools. Selected Change Efforts.

INSTITUTION Connecticut Business and Industry Association, Hartford.; Connecticut State Council on Vocational-Technical Education, Hartford.; Connecticut State Dept. of Education, Hartford.

PUB DATE 93
NOTE 30p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Education; Career Guidance; *Demonstration Programs; *Educational Change; Educational Development; Educational Practices; *Educational Quality; Elementary Secondary Education; Guidance Programs; *Instructional Innovation; Integrated Curriculum; Interdisciplinary Approach; Participative Decision Making; Sex Fairness; State Programs; Statewide Planning; Strategic Planning; Technology Education; *Vocational Education
IDENTIFIERS *Connecticut

ABSTRACT

This booklet describes 46 change efforts that Connecticut educators have undertaken to ensure that all students have the opportunity to learn at high levels and to succeed in a high performance economy. They are organized by category according to whether they are district-level changes, demonstration schools, or instructional practices. A summary and contact person are included for each change effort. District-level changes include the following: systemwide strategic planning, success-oriented model, shared decision making, total quality in education, systemwide performance assessment, and systemwide restructuring. Demonstration school changes relate to these areas: shared decision making, restructuring, total quality education in a high school, changes for the 21st century, school-within-a-school, coalition of essential schools, student education planning, and student competencies as well as student demonstrations. These instructional practices are recognized: interdisciplinary curriculum; chemistry with computers; principles of technology; authentic assessment--mathematics; sci-math-tech curriculum; portfolio assessment; promoting gender equity; geography lab; early intervention/reading; integrated learning initiative; teaching total quality techniques; multilevel classes; Green Wave Enterprises; integrated guidance program; instilling academic responsibility; alternative assessment--English; tech prep; computer technology plan; technology in math; community support program; teen parenting program; individualized vocational education; and integration of vocational and academic education. (YLB)

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ED 360 524

Educating for High Performance

Honoring Change in Connecticut's Schools

SELECTED CHANGE EFFORTS
1993

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Educating for High Performance 1993

Introduction

Educating for High Performance is a recognition program honoring change in Connecticut's schools. The program, a collaborative of the State Council on Vocational-Technical Education, the Connecticut Business and Industry Association, and the State Department of Education's Bureau of Applied Curriculum, Technology and Career Information and the Bureau of Professional Development, was launched in January 1993.

The goal of the program is to identify, validate and honor the educators whose efforts are helping to ensure that all students have the opportunity to learn at high levels and to succeed in a high performance economy.

This booklet describes the forty-six change efforts that have been selected for recognition this year. They are organized by category according to whether they are district-level changes, demonstration schools, or instructional practices. A summary and contact person are included for each change effort.

Our hope is that the exceptional work of these educators will serve as a resource to others who are interested in initiating similar kinds of change processes in their schools or districts. We hope, also, that this recognition program will continue in the years to come.

For Further Information on Educating for High Performance:
State Council on Vocational-Technical Education, Anne Wingate; (203) 232-1961
Connecticut Business and Industry Association, Lauren Weisberg Kaufman; (203) 244-1900
State Department of Education's Bureau of Applied Curriculum, Technology and Career Information, Leslie Averna; (203) 638-4021 and Bureau of Professional Development, Betty Sternberg; (203) 566-8113

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CHANGE EFFORTS RECOGNIZED IN 1993

DISTRICT LEVEL CHANGE

East Hampton, East Hampton Public Schools

System-wide Strategic Planning
East Hampton Schools have begun a restructuring process using strategic planning that involves teachers, administrators, parents and community members. The purpose of the planning sessions is to reach consensus on a mission statement, goals, objectives and action plans. Each school in the district has adopted its own model for a shared decision-making process, and teams of educators meet on a regular basis to share good practice and to discuss individual student progress. The district is working on portfolio assessment in reading and writing, K - 12, and each school is working on its own approach to the improvement of curriculum, instruction and other assessment practices.

Contact: Jane Baljevic, Principal, East Hampton High School (203) 267-2541

Newtown, Newtown Public Schools

Success-oriented Model
In 1989 Newtown decided to restructure its schools according to the systems management approach of the quality movement in schools. Parents, teachers and administrators have collaborated to develop a model for school improvement based on Quality Outcomes for all students. These outcomes include Self-esteem, Concern for Others, Process Skills, Cognitive Achievement and Self-Directed Learner. The Mission statement, "All Children Can and Will Learn Well," means that educators in the district have the responsibility for helping every student to reach his or her potential. The involvement of staff, parents and students is characterized by their collegiality, shared decision-making and commitment to the principle of continuous improvement.

Contact: Cheryl Edelen (203) 426-7657

Norwich, Norwich Public Schools

Shared Decision Making

Each Norwich school now has a Building Instructional Team that includes teachers, administrators and parents. The goal of the teams is to prove that all children can learn at high levels and to reorganize resources to accomplish the goal. The instructional teams analyze yearly mastery test scores, set priorities for staff development, establish and evaluate annual goals for the building and recommend changes in staff assignments and schedules. Teams meet before or after school, action plans for the entire school are set and continually monitored and readjusted. Some of the schools have also been part of the Coalition of Effective Schools process.

Contact: Suzanne Murphy (203) 823-4214

Regional District #14, Woodbury and Bethlehem

Total Quality in Education

Region #14 has been involved for several years in a system-wide effort to plan and implement a process for continuous improvement, using the principles of Total Quality Management. A quality council was established to give direction to the development and implementation of the TQM process and site-based teams are in place at each school. The district's TQM process is designed to improve strategies, practices, processes, services, and above all, the students' academic achievement. Students, as well as staff, are exposed to the principles and practices of Total Quality Management, which will help to prepare them to succeed in a high performance economy. The results of this change in management practices is the creation of a learning and working environment for all students and staff that is stimulating, that provides a sense of ownership and belonging and that nurtures long-term growth and development.

Contact: Joseph Sabatella, Superintendent 203-263-4339

Regional District #15, Middlebury and Southbury

System-wide Performance Assessment
Regional District #15 teachers define literacy as "what you can do with what you know." Beginning four years ago, the students, teachers and administrators in the district created a strategy for building performance assessment into the context of day-to-day instruction. They have identified the most important performances and products the students use to demonstrate their proficiency. For each performance and product, a rubric and a classroom assessment list has been created at the appropriate level for the students who will be using them. In addition, the assessment system includes models of excellent student work that clearly illustrate what quality is for each of the performances/products. As a result of the implementation of this assessment system, teachers' expectations are becoming more clearly defined and students are performing at higher levels because they understand the expectations and are more actively involved in the learning process.

Contact: K. Michael Hibbard, Assistant Superintendent (203) 758-8250

Southington, Southington Public Schools

Total Quality in Education
The Southington schools have formed a partnership with Pratt & Whitney to develop a five-year plan to implement total quality managment techniques in the school system. Four areas of the total quality management process are stressed. These include education, measurement, opportunity and involvement. The effort has helped students to succeed in a high performance economy by educating them in areas of involvement, measurement, improvement, partnerships and empowerment. Students have served as members of quality teams, have been empowered to make suggestions for improvement and are surveyed for the purpose of establishing measurement baselines. At the high school there have been over 270 "Search for Opportunity" suggestions and teams composed of students, teachers, support staff and parents work on the issues.

Contact: David Germano, Assistant Principal (203) 628-3229

Stonington, Stonington Public Schools

System-wide Restructuring

Three years ago, the Stonington schools initiated a systematic, ongoing renewal process designed to result in educational opportunities that will prepare all students for life in the 21st century. Leadership teams, composed of students, parents, teachers, Board, and community members are actively engaged in decision-making related to all aspects of the school system. Each team defines needs, systematically gathers and analyzes data, generates improvement plans and implements innovations. The system's goals emphasize both the acquisition of 21st century skills and the importance of establishing "communities for learning," school environments where learning is maximized. This renewal effort involves innovations in curriculum, instruction, and assessment practices, and ongoing staff development that is tailored to the needs of each school and pertinent to ongoing districtwide priorities.

Contact: Thomas Reale, Superintendent (203) 572-0506

DEMONSTRATION SCHOOLS

Bloomfield, Laurel School

Shared Decision-making
Staff, students and parents have developed a shared vision for the school which has led to a Restructure Plan. Through the creation of the plan, the school has developed a mission statement, set curricular priorities, done a task analysis of the Connecticut Mastery Test, created a performance assessment system with portfolios, involved parents in the process, created a tutoring program, and have begun to use coopera-tive learning, higher order thinking skills and a thematic approach to instruction.

Individuals involved: Anita Gaston, Sandra Johnson, Art Mattiello, Joan Sereda
Contact: Art Mattiello, Principal, (203) 242-7739

East Hampton, Memorial Elementary School

Restructuring
The staff of Memorial Elementary School share the vision that each child is capable and deserving of success. The school is in its sixth year of review, research, dialogue, change and celebration. The staff meets in a variety of organizational patterns in order to make decisions, solve problems, and build a shared vision. All staff, certified and classified, are involved in the decision-making process. The teams meet to discuss such issues as barriers to student success, school management, student performance, curriculum development and professional development. Each year at each grade level, teams design a curriculum action plan that responds to district strategic goals, Board goals, identified strengths and weaknesses, program initiatives, and the Strategic School Profile. The school is involved in a variety of curricular and instructional initiatives and is steadily increasing its use of performance-based assessments.

Contact: Joanne C. Andershonis, Principal (203) 267-2585

EAST HARTFORD, EAST HARTFORD HIGH SCHOOL

Total Quality Education in a High School

As a result of its involvement in a national futures' planning consortium, the high school has begun to operate under a system of total quality management. The Quality Improvement Council oversees policy development and implementation of plans for change. Other teams include the Student Learning Council, the Support Council, the Services Council, the Communications Council, and the Diversity Council. The vision for this change effort is an environment in which students can learn the skills necessary to become responsible citizens; develop the skills, knowledge, and attitudes necessary to be successful as they progress to the next appropriate level and become capable of life-long learning in a society that will expect high performance.

Contact: James Landherr (203) 282-3260

East Haven, Overbrook School

Restructuring in an Elementary School

The restructuring at Overbrook School has involved changes in the physical environment, educational goals, shareholder roles and teaching and assessment strategies. The new learning environment includes interdisciplinary curriculum; an extended learning environment; technological tools for learning; active, hands-on assignments; teamwork and cooperative learning and performance-based assessment. Changes in roles that are beginning to emerge reflect student as worker, teacher as facilitator, community members as active participants, and the principal as instructional leader. The overall goal of this effort is to ensure that students will be able to collaborate with their peers to solve complex problems, to use higher order thinking skills and to rely on many sources of knowledge.

Contact: Paul Perelli (203) 468-3305

Essex, Essex Elementary School

Change for the 21st Century

The school goals are to: integrate the disciplines using technology; implement cooperative learning; build classes around problem solving; use technology as the core and make students responsible for their own learning. Four Apple Mac LCII's were placed in each fifth and sixth grade classroom. With the addition of computers to each classroom, students can telecommunicate from every classroom and are helped by an extensive volunteer program. Electronic portfolio assessment techniques are being piloted. Recently students gave a multi-media presentation to the Board of Education and parents demonstrating the solutions to problems they had developed from the Civil War period.

Contact: Karen Bailey, Principal (203) 767-8215.

Hartford, McDonough Elementary School

School-within-a-School

Project Breakthrough is a kindergarten through 6th grade school-within-a-school at McDonough. The goal is to help students who have a pattern of low student academic achievement to reach or exceed grade level. The Project Breakthrough teachers plan the entire elementary school experience for these students as they move through the grades. Teaching practices include cooperative learning, inter-disciplinary teaching and whole language, the infusion of thinking skills into all curricular areas, hands-on work in science and social studies and applying the curricula to the real world. The Project uses oral presentations to peers and parents, inventors' logs, journals and student portfolios. Mixed age groupings spend time connecting learning to real world applications, often helped by parents, business and community volunteers.

Contact: Norma Neumann-Johnson (203) 249-0665

Hartford, Maria C. Colon Sanchez Elementary School

Restructuring/Elementary

The school has begun an effort using Dr. Susanne Richert's *Maximizing Potential Model* to restructure the way decisions are made in the school. Teachers are trained to work in teams for problem-solving and staff development, and students are taught about peer support and peer-imposed discipline. The school now integrates all programs: monolingual, bilingual, self-contained and resource special education. Computers are used for instruction in all courses. Reading and language arts are centered around multicultural themes. An extended curriculum for at-risk students is offered after school, with the help of both staff and parents.

Individuals involved: Maria Acosta, Sara V. Oyola-Bowman, Maria Colon, Carol Mamlok, Danielisa Ortiz, Lourdes Soto, Palma Vaccaro

Contact: Sara V. Oyola-Bowman, Principal (203) 728-5475

Hartford, Weaver High School

Coalition of Essential Schools

Weaver has a school-within-a-school program based on the nine principles of the Coalition of Essential Schools of Theodore Sizer. These principles include viewing students as workers and teachers as coaches and developing strategies for students to achieve at their own rate. Students remain with a team of teachers for 9th and 10th grade. Teachers, administrators, students and parents are involved in planning. The goal is to empower students to use their minds in addressing individual concerns, problem solving and recognizing and striving for their potential.

Contact: Eddie L. Davis, Principal (203) 243-9761

Manchester, Manchester High School

Student Educational Planning

The Student Education Planning (St. E. P.) process seeks to shift a traditional paradigm which separates students into college-bound and non-college-bound categories. Since all students will ultimately enter the world of work, the St.E.P. process views all students as *career-bound*. This view allows the school to provide equitable services to all students. The Manchester High School St.E.P. process has several components including: a developmental guidance effort aimed at career preparation and educational planning; a school-wide job shadowing and internship program; the use of a career development resource center and the issuing of Career Portfolios to students. The St.E.P. process provides all students with a context for learning, increases motivation and increases expectations for students who are typically less-motivated. Vocational programs are now seen as opportunities for career exploration, relevant to all students in the school.

Participants in the effort include: James Spafford, Principal, Joel Chaison, David Frost, Richard Gagliardi, Deborah Grondin, Nancy Hewett, Steven Hubbard, Ronald Macadlo, Angela Phelan, Lee Snuffer, David Stetson, Cynthia Marler, Carol Moriarty, David Brysgel

Contact: Richard Gagliardi (203) 647-3562

Regional District #12, Shepaug Valley High School

Student Competencies, Student Demonstrations

The high school has made a commitment to implementing innovative practices that will ensure that its students become competent and productive adults. The cornerstones of this effort include four initiatives: investigation of the fundamental questions about what students need to be able to do; the formulation of student competencies (learning outcomes) that will lead to effective adult lives; support for teachers in learning about and teaching to the student competencies and the authentic assessment of student progress. All of these initiatives are interrelated and lead to the core of the change effort, which is the Senior Exhibition. In the 1994-95 school year, all seniors will be required to successfully accomplish a senior project in order to graduate. A student who has not completed a project by the end of the school year will be given time in the summer or fall to do so.

Contact: Eugene Horrigan, Principal (203) 868-7326

INSTRUCTIONAL PRACTICES

Berlin, Berlin High School

Interdisciplinary Curriculum - Science/Technology
Berlin High School has developed interdisciplinary courses integrating science and technology, including a physics/technology course and a physical science/technology course. These courses were developed to promote technical education among students at the high school. The courses provide an increase in hands-on experiences and help to motivate students through the use of technology so that they develop a greater interest in both science and technology. Another intent of the courses at the ninth grade level is to mix abilities, which raises the expectations for general education students. Expansion of interdisciplinary courses into other curriculum areas is in the planning stages.

Contact: Thomas Galvin, Principal (203) 828-6577

Cheshire, Cheshire High School

Chemistry with Computers
The use of the computer in chemistry classes at Cheshire High School was aimed at expanding student opportunities in chemistry. Computers help students to learn and understand concepts such as quantum mechanics, mole relationship, and equilibrium. Computers provide students, who have differing learning styles, with repetition, visual reinforcement and guided assistance through problems, all essential for success in chemistry. The use of computers also allows for safe and inexpensive simulations of experiments. A computer lab is available on a regular basis for all chemistry students. All chemistry teachers have had the professional development necessary to implement this new technology.

Contact: Ed Lisk (203) 272-8137

Cheshire, Cheshire High School

Principles of Technology
This course combines classroom physics with the practical realities of the technical world. The course has been offered in order to keep students involved in science and technology beyond their required coursework in these areas. The goals of the course are to allow students the opportunity to work and appreciate basic technical principles and to develop confidence in their abilities to apply scientific concepts and principles. The curriculum is also designed to improve students' thinking and problem solving skills. Any junior or senior may take the course, which is team taught by a technology teacher and a science teacher.

Contact: Stephen Trifone (203) 272-5361

Cheshire, Cheshire Public Schools

Authentic Assessment -- Mathematics
Cheshire Public Schools have begun to develop an assessment system which identifies student needs; reflects the curriculum; allows students to recognize personal success; allows teachers, students and parents to monitor student progress; provides teachers and administrators a means to measure program effectiveness; provides data to guide the direction of curriculum and professional development and affords the public accountability of public funds. Assessment tools have become the focus of the curriculum development process in the area of mathematics. Assessment has begun to take on multiple facets in which a student is asked to demonstrate understanding of concepts in a number of different ways. Assessment has become an occasion for learning for both teacher and student and has become part of the ongoing process rather than a culminating activity.

Contact: Judith Gallagher or Janice Vuolo (203) 272-8137

Colchester, Bacon Academy

Sci-Math-Tech Curriculum

This course integrates biology, geometry and technology education and is being team taught to a class of students in the tenth grade. The theme of the course is the environment, and it is taught in eight thematic units. The program has allowed the teachers to schedule time and students in a variety of ways over the course of a week in order to accomplish the objectives set for the unit being presented. The experience involves field study, hands-on activities, and journal writing. The project seeks to develop in students the ability to work in a team; acquire and process information through field experiments and apply the use of technology in the analysis of their field data.

Individuals involved: Linda Dadona, Everett Herden, Nikki Gullickson, JosephValentini
Contact: Everett Herden (203) 537-2378

East Hampton, Center School, East Hampton Middle School, East Hampton High School

Portfolio Assessment

Portfolio assessment was implemented in East Hampton schools in order to increase student involvement in the learning process. Currently, students K-12 have cumulative writing folders, which include pieces selected by both students and teachers. The use of portfolios has increased students' interest in their own learning. The self-evaluation and reflection component increases motivation and has helped students to see themselves as learners. Parents have become more actively involved in their children's learning as a result of portfolio assessment. This method of assessment has helped students to become confident readers and writers who understand themselves and their strengths and weaknesses.

Contact: Mary Peraro (203) 267-2533

Greenwich, Greenwich High School

Promoting Gender Equity

This program works to encourage young women to elect non-traditional courses. The teachers involved have identified the behaviors that help young women succeed in non-traditional areas: expanding leadership experiences; attempting non-traditional behaviors; creating a strong reward system for female learners who take risks; connecting lessons to real life situations; using new systems of assessment; using new strategies for soliciting volunteers; involving students in the process in the classroom; showing the accomplishments of women in non-traditional situations; raising everyone's consciousness about gender and racial equality; valuing the contributions of female learners; training teachers to avoid situations that promote male learners and discredit female learners. Teachers who are trying to change classroom techniques are provided with time and support.

Individuals involved: Carol Ramsay and Phil Nobile
Contact: Carol Ramsay (203) 625-8000.

Hartford, E. B. Kennelly School

Geography Lab

A team of teachers at Kennelly School has created a geography lab to equip children with geography skills through hands-on activities, peer tutoring, cooperative learning and the development of critical thinking skills. The lab is available to all Grade 3 through 6 classes. A grant provided the money for eleven Geo-Safari machines, support cards, atlases and other materials. The goal is for students to be able to compare, contrast and comprehend the regions of the world and their various physical and human features and patterns.

Individuals involved: Dwen Andrews, Barbara Durkin, Rosemarie Miskavitch
Contact: Rosemarie Miskavitch (203) 527-0731

Hartford, Simpson-Waverly School

Early Intervention/Reading
This change in the reading curriculum at Simpson-Waverly was a response to the high percentage of student failure in reading. This program creates a reading/language arts curriculum that balances a whole language approach with the Ginn Basal Reader for all regular students in Grades 1 through 6. It integrates instruction across all language arts; exposes students to a wide variety of literature; fosters listening and reading and teaches students to critique their own writing. Portfolio assessment is an important part of the the new curriculum. The ultimate goal of this initiative is greater student achievement in all areas.

Contact: James Thompson, Jr. (203) 549-2020

Hartford, Martin Luther King, Jr. Elementary School

Integrated Learning Initiative
This effort was developed as a solution to students' weak language skills. The teachers needed to find a way to motivate students to become involved in language activities. They turned to the Whole Language Approach with a group of teachers in the school developing an Integrated Learning Initiative in 1989. Basal reading books have been replaced by children's literature; reading groups are heterogeneous; phonics are taught in context; reading strategies and comprehension skills are modeled by the teachers and taught through literature; children respond to literature through projects; guest readers from the community come into classes; cooperative learning is used, as are performance-based assessments. Children assume responsibility for the classrooms, acting as librarians and even saving money as a group to buy books.

Contact: Jeff Brohinsky 525-9326

Lebanon, Lyman Memorial High School

Teaching Total Quality Techniques

This project is teaching continuous improvement/total quality tools and techniques to high school students, primarily non-college bound. Each week students learn a new skill or tool and then apply it in a team setting while working on a real life problem. Among the tools covered are: Shewhart's concept of a process (a cause and effect or fishbone diagram), brainstorming, flowcharting, workflow diagrams, histograms (variations and its patterns and what can be learned from them) and the concept of the cost of poor quality. The program is a pilot to determine the feasibility of a Total Quality tools curriculum for high school students.

Contact: Robin McDermott, Resource Engineering (203) 872-2100
James McKenna, Principal (203) 642-7567

Manchester, Manchester Public Schools

Multi-level Classes

A multi-level effort was developed to eliminate tracking and to provide all students with access to vocational programs without having their class rank penalized. This allows students to pursue vocational study at any level they choose, including honors. Implementation has required teachers to radically redesign their instructional practices, putting vocational educators on the cutting edge of change. Multi-level classes closely simulate real world working conditions where individuals of all abilities and backgrounds work together to achieve a common goal. These classes greatly improve the teacher's ability to teach group problem solving skills.

Individuals involved: Michael Bendinski, Kate Cocco, Neil Foster, Richard Gagliardi, Cynthia Marler, Henry Resutek, Allison Wolf

Contact: Richard Gagliardi (203) 647-3562

New Milford, New Milford High School

Green Wave Enterprises
Students have the opportunity to create, develop, organize and manage authentic business ventures while earning academic and vocational credit. Each company designs and markets one or more products or services and addresses both employability and applied academic skills. Teachers become facilitators and students become peer teachers. Business advisory committees are involved. Students learn how academic skills are applied in the marketplace.

Contact: Korynne Taylor-Dunlop (203) 350-6647

Newington, Newington High School and John Wallace and Martin Kellogg Middle Schools

Integrated Guidance Program, 6th through 12th Grade
The program provides all students with comprehensive guidance and counseling services. There are four major components: guidance experiences and career information have been integrated into the regular curriculum; activities have been developed to help students to monitor their own learning and personal development; services are provided for students in need of information, counseling, consultation, crisis intervention or referral. Ongoing activities support the program, such as staff and materials development.

Contact: Patricia Landers (203) 666-5611

North Branford, North Branford High School

Instilling Academic Responsibility
NBHS developed a method to identify the learning outcomes anticipated both by teachers and students for courses. Based on this information, they have instituted a performance-based assessment model throughout the curriculum. The new format requires students to use prior knowledge, recent learning and relevant skills to find solutions to complex tasks. Investigations, demonstrations, exhibitions, written and oral presentations, journals, debates, panels and portfolios are used in classrooms. There is a process to continually evaluate anticipated outcomes and to adjust assessment to match.

Contact: John A. DeCaprio, Principal (203) 484-0775

Norwalk, Norwalk High School

Alternative Assessment/English
An alternative approach to final exams is being used in English class with ninth, tenth and eleventh grade students at Norwalk High School. The students are required to put together a thematic final exam portfolio which includes published pieces of writing, music and art, that reflect the theme selected by the class. The students then must write an analysis of what they chose to put in their portfolio, explaining how each piece reflects the theme and must give an oral presentation on one aspect of their portfolio. The exam also requires the student to write an analysis of a thematic portfolio that the teacher has compiled. This approach to assessment demands more thought and active learning from the student and evaluates the student in the following areas: process writing, organizational skills, research skills, problem-solving, inferential reflection, oral expression and originality.

Contact: Irene Sikorski or Dona Abel (203) 838-4481

Norwalk, Norwalk High School, Brien McMahon High School and Briggs Center for Vocational Arts

Ninth Grade Restructuring/A Team Concept

The three high schools in Norwalk have restructured their ninth grades. The goals of this initiative are to: help students in the transition from middle to high school; increase student achievement; better monitor student progress; provide nurturance needed by adolescents and establish consistent expectations for student performance and behavior. The teachers are using a team approach to accomplish these goals. Included are activities that help students set goals, manage time, increase long-term memory, learn to take notes and read for pleasure.

Contact: Phyllis E. Nobile (203) 838-4481

Norwalk, Briggs Center for Vocational Arts

Management/Marketing Program

The Management/Marketing Program was developed to respond to a need for student-centered, "real-life" curriculum. The curriculum is designed to promote an awareness and understanding of the American free enterprise system, where students create their own businesses and manage them as they grow and develop. The classroom is transformed into a hands-on laboratory where students put the principles of economics to work. The students, including all ability levels, at-risk, and special education students, work in cooperative groups and learn to deal with the real world of work. The evaluation process for this program is performance-based, and each student maintains a portfolio. The program builds students' skills in problem-solving, decision-making, and creativity, as well as academic skills.

Individuals involved: Dorothy Volo and Carol Pekar
Contact: Dorothy Volo (203) 847-7137

Norwich, Three Rivers Community-Technical College Tech-Prep Consortium

Tech Prep
The goals of this program are to provide an alternative program of study so students can continue their education beyond high school in a technical field; to encourage students to explore career options in engineering technologies; to provide a planned program of study that includes technical education, math science and communications, including applied academics and to provide a learning continuum and eliminate duplication of coursework by coordinating high school courses with those in the community/technical college. Students are exposed to career options in a field of engineering technology. Presently, one hundred and thirty students are enrolled; by fall three hundred will be in the program.

Schools involved: Bacon Academy; Ellis, Grasso Southeastern, Norwich and Windham RVTS's; Fitch, Hale-Ray and Wheeler High Schools, Valley Regional High School and the high schools in East Lyme, Ledyard, Montville, New London, Waterford, and Windham and Norwich Free Academy.

Contact: Ann Gaulin, Three Rivers Community/Technical College
(203) 886-0177, Ext. 33

Regional District #5, Bethany, Orange, Woodbridge

Computer Technology Plan
The Computer Technology Plan is a system-wide effort to prepare students for the 21st century. The plan includes the wiring of the two middle schools, two new Macintosh labs, MS-DOS machines for classroom use, and an expansion of the library information retrieval systems. An 8th grade pilot program is designed to integrate curriculum with technology and to expand library information systems. Academic classes are held in the computer lab. Students are using technology and are working in small groups on a regular basis. The staff development program includes teacher training in software applications and the integration of technology in curriculum development. The goal is for all students to utilize technology in academic subjects and their library research, as well as in computer classes.

Contact: Sheila F. Wycinowski (203) 397-4812

Regional District #14, Woodbury, Bethlehem, Nonnewaug High School

Technology in Math

The entire math department is involved in developing innovative ways to use graphing programmable calculators to decrease emphasis on outdated mechanical procedures and to provide a visual, experimental dimension to learning math. These calculators are being used in every course at every level and have affected the curriculum, textbook selection and evaluation techniques. For example, in basic algebra (non-college bound), the fundamental effects of gravity on vertical motion can be investigated and understood through a combination of a quadratic formula program and the graphical modeling of the vertical motion. The student can concentrate on developing and executing solution procedures which give approximate graphical and/or exact analytical results.

Contact: Charles Planz (203) 263-2186

Regional District #14, Woodbury, Bethlehem, Woodbury Middle School

Interdisciplinary Curriculum

The grade seven team at Woodbury Middle School has developed four integrated, thematic units designed to demonstrate to students how the disciplines relate to one another. The students are taught in heterogenous groups that include mainstreamed special education students. The four units are: a study of the plant world involving science, social studies, math, language arts, and computers; a thematic unit on the study of water, including work in science, geography, math, art, and music; an in-depth look at numbers and mathematics involving math, language arts, social studies, science, art, music, and home economics; and a study of the culture of Africa involving social studies, computers, and language arts, including poetry. The units demonstrate innovations in curriculum, instruction, and assessment practices and involve students actively in their own learning.

Individuals involved: Mary Barta, Linda Bignelli, Sally Burger, John Keating, Helen Markiewicz, Barbara Riordan

Contact: John Keating, Principal (203) 263-4306

Regional District #14, Woodbury, Bethlehem, Mitchell Elementary School

Community Support Program
A computerized resource list was compiled containing the names of approximately 200 community volunteers who help enhance the teachers' curricula with up-to-date materials, projects and ideas. The guide is made available to all teachers in the school, and they can directly contact someone in the community who has the background or knowledge to add to the classroom experience. A promotional brochure was recently developed by a committee of professional volunteers: a graphic designer, a communication specialist, a journalist and an advertiser donated their time and talents. Other schools in the district will soon have a community support program; a mentor program is being developed, as well.

Individuals involved: Cheryl Dwyer, Connie Elmore, Rosemary Malario
Contact: Cheryl Dwyer (203) 263-4314

Regional District #15, Southbury, Middlebury, Rochambeau Middle School

Integrated Curriculum
A team has designed an integrated curriculum involving the academic disciplines of language arts, social studies and science for two heterogeneously-grouped seventh grade sections. Four goals were identified: 1) implemention of an integrated curriculum that focuses on problems and themes as they exist in the real world; 2) increased use of problem solving and authentic assessment; 3) increased parental involvement; 4) an academic advisory/evaluation program. Two teachers and two classes each of twenty-seven students work together on a daily basis. Parents are involved and are asked to write their own assessment of the marking period, giving input on curriculum, strategies and their children's progress and needs.

Contact: Linda Gejda (203) 264-2711

Stratford, All Middle and Senior High Schools

Teen Parenting Program
This program targets a population, both male and female, of parenting and pregnant teens. Students meet daily for a class which focuses on parenting and child development skills, balancing school and family life and work-related skills. Students can get tutoring help with academic skills. There is help from the community and the city Employment and Training Department. Curriculum guides and suggested textbooks and additional reading materials are available.

Contact: Barbara Worcester (203) 385-4230

Trumbull, Trumbull Public Schools

Individualized Vocational Education
This program is for students in the second half of their high school education who have undefined post-high school plans. The school system individualizes programs of study for each student so that he or she can complete academic requirements during a portion of the school day and then can be released to travel to area businesses that agree to provide an educational training experience to meet the student's needs. The coordinator of the program follows up on a regular basis with both the student and the employer to evaluate progress, level of training and basic training skills that may need to be provided by the school.

Contact: Judy Klein (203) 261-5412

Windsor, Sage Park Middle School

Interdisciplinary Approach
A team of teachers has developed a unit of study focusing on the Seven Wonders of the Ancient World. The unit was designed to be interdisciplinary and to introduce students to the use of computers as a productivity tool. Teachers have the opportunity to assist students in disciplines other than their own and to demonstrate the "connectedness" of learning. Students were given freedom to select from among many activities, according to their interests, and to organize their own work groups. They use technology to acquire and organize information and to develop products.

Contact: Thomas Deshais (203) 688-6415

Windsor, Poquonock School

Early Intervention/Reading
A team of teachers developed a relatively inexpensive model for improving reading in the first grade. Students who are having problems are given individual attention by adult tutors. The program is designed to emphasize that the process of reading uses multiple strategies to identify words as well as to construct meaning. A specific focus for the reader is reinforced through a variety of activities which always includes introduction of a new book through picture talks, reading of the new book as well as review of previous books, writing activities, including the use of a slate, sand tray and student notebook. Other activities include read alouds, letter and sound cards, retelling of a story, art projects, games, sight word activities, word analysis and cooking activities.

Individuals involved: Wolodymyra Gnap, Gloria Lebetkin, Ruth Wade, Principal
Contact: Wolodymyra Gnap (203) 688-4971

Wolcott, Wolcott High School

Integration of Vocational and Academic

A course has been developed at the high school that integrates students with identified learning problems with students of average or above-average ability. The course teaches photo-journalism with a focus on writing skills and is team taught by an English teacher with background in special education and a vocational teacher with expertise in graphics and photography. The end product of this cooperative course is a school newspaper. Students work in heterogeneous groups and are involved in interviewing, writing, editing, use of computers, photography, layout, paste-up, printing, and distribution of the paper. The course is a true integration of academic goals with vocational, hands-on training. Students are evaluated on content and performance standards; the publication itself is the core of the evaluation process.

Individuals involved: Faith McGurk and Marylou Miele
Contact: Faith McGurk (203) 879-1434